



English Policy

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1.0 Learning and Teaching

At Hogarth we expect all of our learners to achieve their potential, regardless of their personal circumstances. The curriculum, and literacy within this, should reflect our very high expectations and must reflect the needs of all our learners. Furthermore the curriculum should be planned and delivered in a manner whereby it is made as relevant, purposeful and enjoyable as possible. It centres on using the Foundation Stage Curriculum and the National Curriculum Orders (2014) for English. These set out what must be taught in the Foundation Stage and in Key Stages One and Two.

1.1 Schools Aims and Values

Our overall philosophy is summed up by the word TEAM: Together Everyone Achieves More. Our schools aims are as follows:

- To provide a safe, caring and inclusive school environment, which welcomes all children from the community.
- To provide high quality teaching and learning experiences for every child, allowing all children to enjoy their time at Hogarth as well as reaching their full potential.

- To provide a challenging, motivating and relevant curriculum, which is matched to the needs of our learners. This offers an excellent foundation of basic skills, whilst also enriching the children's learning with a range of varied and creative experiences.
- To allow all to feel valued regardless of gender, race or ability, continually encouraging respect for others, and ensuring that any discrimination or racism are always challenged.
- To work in partnership with parents, governors and the community.
- To foster an understanding and respect for the local and wider community, including the global community and our environment.
- To develop an understanding of healthy lifestyles
- To encourage each child to grow in confidence and ability –enabling each person to continue their learning and successes in the future
- This curricular policy, and the planning and delivery of our school curriculum should always support these aims.

1.2 English Curriculum Philosophy

At Hogarth we aim to:

- offer a broad, balanced and relevant curriculum, which can be enjoyed and celebrated, and that provides age-appropriate and developmentally matched activities;
- ensure that a range of active learning methods are used to ensure the inclusion and motivation of all children;
- develop every pupil's individual potential by becoming independent and confident communicators;
- ensure pupils work with growing enthusiasm and motivation, developing positive attitudes towards Literacy;
- experience, use and apply Literacy skills in everyday situations and in cross-curricular situations including the important role of ICT;
- provide pupils with a wide access to a range of resources including ICT software and hardware;
- develop pupils' ability to work independently and in co-operation with others.

Specifically in English we aim to:

- encourage an interest in the written and spoken word;
- enjoy using language in different contexts and have the confidence and ability to do so;
- develop the understanding and skills to become independent, enthusiastic readers and writers;
- encourage an awareness of the writer's intentions;
- use a range of spelling strategies and apply them in their independent work;
- enable children to be articulate speakers and responsive listeners in a variety of situations;
- encourage an awareness of audience;
- develop a fluent and legible handwriting style and take care with the presentation of their work;
- through reading, writing and speaking and listening activities (including drama), develop their powers of imagination, inventiveness and critical awareness;
- provide children with the opportunity to read, write and speak with confidence, fluency and understanding;
- ensure that all children achieve their full potential in all aspects of Literacy by the time they move from Primary to Secondary Education.

1.3 Learning and Teaching styles

We recognise that, at Hogarth, our learners have a range of learning styles and that no one style is likely to suit an entire class or group of learners. Therefore we will seek to deliver the English curriculum in such a way as to engage all of our learners, providing them with suitable access and the opportunity to achieve success.

1.31 Teaching and Learning in Phase 1 (F1,F2 and Year 1)

In F1, F2 and the first term of Year 1, Literacy is taught daily as follows:

Literacy within F1:

- Up to 20 minutes daily of phonics based on the Phase 1 activities from Letters and sounds.
- 15 minutes story time based upon the Pie Corbett model of storytelling.

Literacy within F2:

- 20 minutes daily phonics session
- 20 minutes daily Literacy input
- 20 minutes daily focus activities
- 15 minute daily story time

In addition to this, children are allowed time to initiate their own activities based on the selection provided for them (over 1 hour in F1 and over 2 hours in F2). Within these activities, there are a number of activities planned to develop the key skills of reading, writing, speaking and listening.

Literacy in Year 1:

The teaching of English in Year One is based on the 2014 curriculum and consists of up to 90 minutes per day. It includes speaking and listening, reading and writing. This is delivered via the Daily Dash sessions, direct phonics teaching, guided reading, SPAG and handwriting lessons as well as creative composition.

In addition, teachers also plan and teach a range of literacy based cross-curricular activities outside of the main literacy time linked to the termly theme.

Children are organised into differentiated or mixed ability groups as appropriate to the teaching and learning needs. Opportunities are provided for pupils to engage in a wide range of activities using resources such as video and audio equipment, drama and music based stimuli, and laptop/desktop computers. Within these activities, there are a number of activities planned to develop the key skills of reading, writing, speaking and listening.

They are encouraged to explore and discuss ideas in a variety of ways, including drama techniques and the use of talk partners.

1.32 Teaching and Learning in Phase 2 (Years Two and Three) and Phase 3 (Years Four, Five and Six).

The teaching of English is based on the 2014 National Curriculum and consists of up to 90 minutes per day, divided roughly into 1 hour of writing based work (including SPAG) and up to 30 minutes of guided reading or reading comprehension. In addition, teachers also plan and teach a range of literacy based cross-curricular activities outside of the main literacy time.

Classes are organised into differentiated or mixed ability groups as appropriate to the teaching and learning needs. Opportunities are provided for pupils to engage in a wide range of activities using resources such as video and audio equipment, drama and music based stimuli, and laptop/desktop computers. They are encouraged to explore and discuss ideas in a variety of ways, including drama techniques and the use of talk partners. They will have a daily guided reading session that involves small group work on a range of tasks.

Spelling, Punctuation and Grammar

SPAG practice, including Vocabulary, Connectives, Openers and Punctuation, is delivered during the first 15 minutes of each day and is called 'Daily Dash'.

Guided, Independent and Whole-Class Reading

Guided Reading is undertaken daily outside of the main literacy lesson. Children are grouped by ability. Each group works with either their teacher or classroom TA at least once a week and this is used to inform teacher assessment.

Children are also encouraged to read independently and at home at least five times per week. Staff closely monitor reading undertaken at home and rewards are in place in each classroom for those children who achieve this target. To encourage this there is a half-termly prize draw from our "Book Basket" for those children who have read five times per week every week.

Each class has a book area which is stocked with a selection of fiction and non-fiction books aimed at a range of ability levels. Children are allowed to select these books as their independent reading book and are also given time to browse and enjoy the books in this area. Additionally, there is a recently developed whole school fiction library which is available for use by all year groups.

All teachers are encouraged to read to their class regularly through the use of a story time or class novel.

Phonics

From November 2014, daily discreet phonics will take place between 9.10 and 9.30. This is delivered across Phase One and Year Two and is organized according to the phonics phase that children are currently at. Children in Years Three, Four, Five and Six who need additional phonics receive this as additional intervention. Please see Phonics Policy

Spelling

Children from Foundation Two to Year Six are given weekly spelling lists linked either to *Letters and Sounds* or *Support for Spelling*. They are tested weekly.

Handwriting and Presentation

Handwriting is taught weekly. At times it will be taught daily, or several times a day if the whole school focus is improved presentation. Children are taught handwriting using the Cripps materials. Children whose writing is correctly formed and joined are issued with a pen license and a handwriting pen.

Children are encouraged to write the date and title at the beginning of a new piece of work.

1.4 Principles of the Curriculum

Within our curriculum we will seek to provide each child's entitlement of *breadth, balance, depth, relevance, continuity, progression and differentiation*.

However at Hogarth we will also seek to provide opportunity to apply *key skills, out of classroom learning, creativity, ICT and enjoyment* as further principles of our curriculum.

2.0 Curricular Coverage

At Hogarth we have worked with our learners and recognise that they learn more and enjoy more via a creative curriculum. This means delivering our curriculum through 'themes' which may focus on a number of curricular areas.

Each term there is a single whole school "umbrella" theme, as well as an introductory theme at the start of each academic year. These are planned in year groups and the progression and continuity monitored by the HT and Senior Leaders. These themes are celebrated at the end of each theme across school in celebration assemblies.

During the rest of the year it is expected that year groups plan and deliver the curriculum in connected themes wherever possible. This provides more relevance, submersion, enjoyment and achievement for our learners.

2.1 Expectations for Our Learners

Clear levels of expected attainment and progress are shared with staff at Hogarth. These are contained within each teacher's class planning file. Progress towards these expectations are regularly monitored by the leadership of the school.

We also have clear expectation of our learners which includes the suitable presentation and completion of work, including homework.

3.0 Planning the Curriculum

Medium term planning for each year group is now closely linked to our Creative Curriculum approach and is based on the 2014 National Curriculum for English.

Short term plans are written weekly by the class teacher on an agreed planning proforma. These reflect the requirements of the key objectives to be taught.

All planning is monitored by the Senior Leadership Team.

4.0 Assessment

Children's achievements are constantly monitored and assessed during the year. These assessments are kept in a class planning and assessment file which is updated every week. These files are then monitored by the leadership group every half-term. Children's progress is rigorously monitored, and is assessed against National Curriculum age-related expectations and previous achievements. Assessments should always inform future planning, and therefore learning.

Formal assessment procedures are also in place and include independent writing (Big Write), Pupil Self-assessment targets and SATs tests (including optional SATs at Years 3, 4 and 5). These, alongside the use of the Revised Guidelines for Assessing Writing (April 2014), and also where appropriate, weekly spelling tests, help inform teacher judgments.

4.1 Learners' Role in Assessing the Curriculum

Wherever possible learners' and stakeholders' views and opinions will be taken into account when planning the curriculum. These views, used alongside staff opinions and evidence from data, work sampling, etc will be used to inform future plans.

4.2 Targets for Learning

Each child needs to understand their development target for each curricular area, and this should be shared with, and understood by, each child. These targets should be child friendly and accessible. Targets for development in English are now linked to the 2014 National Curriculum.

The adoption of the Assessment for Learning approach ensures that both staff and pupils are fully aware of age related expectations and appropriate targets are drawn from this. The use of the self-assessment, optional year group SATs and the Revised Guidelines for Assessing Writing (April 2014), provides a focus on the teaching and learning of key objectives for English.

4.3 Reporting

Achievements are discussed at Parents' evenings and reported in each child's annual report. Year group (and individual where appropriate) curriculum achievements are discussed at Governors' meetings.

5.0 Equality of Opportunity & Learning for Children of Differing Needs

At our school, we provide access to our curriculum regardless of children's ability. Our school curriculum policy must provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children whatever their learning needs. In some instances this may mean altering the provision, for example ICT can have a considerable impact on the quality of work that children produce; it can increase their confidence and motivation. When planning work across the curriculum, we can take into account children's individual targets, as well as the targets in the children's Individual Raising Attainment Plans (IRAPs).

Furthermore, we recognise the need for all of our children to succeed and that gifted and talented pupils need to be provided with a curriculum which is challenging and appropriately matched to their abilities.

6.0 Resources

The school has a range of resources, from artefacts and books to physical materials, online and multi-media resources. The co-ordinator is responsible for auditing and maintaining suitable provision to enable the effective teaching of English.

7.0 Homework

Throughout Foundation Stage and Key Stages 1 and 2, parents and carers are encouraged to support their children's learning through the undertaking of achievable tasks at home (See Homework Policy). Literacy Homework is set on a weekly basis. All homework is issued on a Friday and due back to school on the following Thursday,

7.1 Foundation Stage

Reading books are sent home on a regular basis for pupils to share with parents. As part of the phonics programme, letter sounds and word lists are given to pupils when appropriate to their learning needs.

7.2 Key Stage 1

At Key Stage One this involves children undertaking a variety of activities which may include:

- sharing books across a range of genres, looking at other texts such as newspapers, internet texts, and recipe books;
- reading a structured reading book on a regular basis;
- practising their sounds/words/spellings;
- talking about what they are doing at school;
- using the school library, the internet or the library to enhance what they are learning in the classroom.

The school uses the Oxford Reading Tree reading scheme.

7.3 Key Stage 2

At Key Stage 2 all pupils are encouraged to practise English skills at home. Homework tasks are provided to extend learning opportunities and to consolidate and reinforce key concepts and skills being taught at school. Activities may include:

- reading a wide range of text types both in paper and electronic form;
- homework testing comprehension or writing skills;
- learning spellings;
- discussing events on the news; preparation for end of Key Stage SATs tests;
- using the internet or the library to enhance what they are learning in the classroom
- internet opportunities such as Reading Eggs

Good links between home and school are actively encouraged.

8.0 Monitoring

The delivery and attainment of the English curriculum is monitored through classroom observation, whole school work sampling, curricular work sampling, discussion with learners, planning, assessments and moderation. Moderation takes place internally and also across the LEAD academy group of schools.

The HT and subject leader monitor the provision in the maths curriculum and attainment across the whole school.

This policy is in draft form (March 2015).

This policy will be reviewed every 3 years.